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1863
ANNUAL REPORT

OF THE

SELECTMEN

AND THE

Superintending School Committee

OF THE

TOWN OF MERRIMACK,

FOR THE

YEAR 1862-3.

MANCHESTER, N. H.:

AMERICAN STEAM PRINTING WORKS OF GAGE & FARNSWORTH.

1863.

REPORT OF THE SELECTMEN.

The Selectmen present the following report of the assessments and expenditures, to the citizens of Merrimack. Also the expenditures and income of the Town Farm from March 1st, 1862, to March 1st, 1863.

The amount of the assessments for the years 1862-3 is as follows :

State tax,.....	326 40
County tax,.....	636 58
For support of schools,.....	816 00
To defray Town charges,....	700 00
School house tax in district No 1,.....	10 00
Add bearing money,.....	113 80
Received from literary fund,.....	89 91
Received from railroad tax,.....	453 40
Received for old bridge plank,.....	6 00
Received of G. Y. Sawyer,	3 75
Total amount of assessments and receipts,.....	\$3155 84

EXPENDITURES.

State tax,.....	326 40
County tax,.....	636 58
School house tax in district No. 1,.....	10 00
	\$972 98

SCHOOLS.

District No. 1,.....	88 39
" " 2,.....	75 14
" " 3,.....	192 38
" " 4,.....	106 81
" " 5,.....	68 91
" " 6,.....	65 71
" " 7,.....	88 71
" " 8,.....	75 14
" " 9,.....	84 72
" " 10,.....	38 63
" " 11,.....	73 16
" " 12,.....	49 21
	\$1004 91

OLD BILLS.

Josiah Seaverns, snowing bridge in 1860-1,.....	1 25
Levi Fisher, breaking roads,.....	10 00
Franklin Herriek, services as auditor in 1862,....	1 50
Alex McWilkins, for support of Lucy Wilkins,....	9 00
Robert Mating, breaking roads,.....	6 00

R. Pratt, collecting taxes,.....	45 00	
“ for tax bills,.....	1 50	
“ discount on taxes,....	1 50	
“ collecting school house tax,.....	3 00	
Albert A. Junkins, work on highway in 1859,....	2 87	
Wm. McGilvery, breaking roads,.....	5 00	
Erving Esty, “ “	21 00	
T. C. Kittredge, “ “	9 50	
Jotham Robbins, “ “	2 90	
Davis Campbell, abatement of tax, 1860,.....	1 90	
L. W. Reed, breaking roads,.....	19 07	
Rufus Blood, “	11 40	
Smith E. Fields, “	13 00	
Henry Russell, “	6 20	
B. M. Hill, abatement of H. Humphrey's tax, '60, 3	28	
John L. Spalding, breaking roads,.....	2 00	
B. M. Hills, abatement of tax of Peter Wrin and Lawrence Cooly's tax, 1860,.....	3 84	
R. H. Pratt, over assessments,....	4 99	
“ “ abatement of taxes,.....	13 40	
		\$197 80
Estimate of old bills,.....		105 00
Over estimate of old bills,.....		\$92 80

ROADS AND BRIDGES.

Paid W. H. Farley, labor and timber on Holt's bridge,..	9 24	
“ “ “ “ bridge near		
E. J. Patch's,.....	2 25	
Levi Fisher, breaking roads,.....	3 40	
D. T. Jones, timber for Souhegan bridge,.....	50 14	
Zachariah G. Perry, breaking roads,.....	2 00	
Robert McGaw, lumber for Babboosac brook br...	24 00	
Aaron Mears, labor on bridge,.....	2 25	
John Wheeler, labor and stone on Babboosac brook bridge,.....	4 90	
Joseph Kittredge, breaking roads,.....	4 00	
Samuel Fuller, boards for Souhegan bridge,.....	2 20	
James H. Brown, for bolts “ “	19 00	
John Wheeler, labor and spikes, “ “	12 86	
Ward Parker, labor on Souhegan and Willow brs.,	13 28	
Franklin Herrick, “ “ bridge,.....	25 86	
H. B. Harris, breaking roads,.....	2 20	
Joseph Shedd, “ “	5 50	
		\$183 05

INCIDENTAL EXPENSES.

Paid S. Dearborn, damage on sleigh,.....	4 00
John L. Spalding, services as committee,.....	29 50
Ward Parker, “ “	6 00
John L. Bowers, “ “	4 00
Henry Russell, abatement of taxes,.....	1 64
Ward Parker, stationery and postage,.....	11 24

William T. Parker, Agent,.....	30	25
Ward Parker, interest on money advanced,.....	2	00
Selectmen and Town Clerk, enrolling militia for the State in 1862,.....	12	00
Franklin Herrick, repairing pound,.....	1	25
A. Beard, printing report for 1861-2,.....	24	00
		<hr/> \$125 88

TOWN OFFICERS.

Paid Benjamin Ela, Superintending School Com.....	40	00
Ward Parker, Selectman and Overseer of poor, ..	43	95
John Wheeler, " " ..	30	00
Franklin Herrick, " " ..	20	50
Edward P. Parker, Town Clerk,.....	12	00
David Jones, Town Treasurer, ..	8	00
Reuben H. Pratt, collector,.....	55	00
E. P. Parkhurst, auditor,.....	1	50
A. C. Darrah, " ..	1	50
		<hr/> \$212 45

EXPENDITURES OF POOR OFF FARM.

Paid Daniel Larabee, for son,.....	52	00
Robert P. Leonard, for brother, ...	26	00
Mrs. Luther Gould at Nashua,.....	32	55
Isaac Dodge at Litchfield,.....	22	75
Reuben Barnes' family, ..	28	85
Harrison Eaton, attending Mrs. Barnes and Isaac Dodge,.....	12	25
Charles Goodwin,.....	4	44
		<hr/> \$178 84

RECAPITULATION.

State tax,.....	326	40
County tax,.....	636	58
School house tax in No. 1,.....	10	00
Schools,.....	1004	91
Incidental expenses,.....	125	88
Old bills,.....	92	80
Roads and bridges,.....	183	05
Town Officers,.....	212	45
Poor off the Farm,.....	178	84
Cash balance against Town Farm,.....	54	51
		<hr/> \$2825 12
Assessments and receipts the past year,.....	3155	84
Total expenses beat down,.....	2825	12
Amount in favor of the town on financial busi- ness of the year,.....		<hr/> \$330 76
Judgment rendered on T. F. Moar's note in favor of Town,.....	78	14
Amount in the hands of the Treasurer for 1860-1-2, ..	448	08
		<hr/> \$856 98
Error in last year's report in favor of the town, ..		90 00
		<hr/> \$946 98

DEMANDS AGAINST THE TOWN MARCH 1, 1863.

Eliza Wilson, principal and interest,...	618	12
Charles H. Wright, " "	498	03
A. C. Darrah, " "	224	27
James White, " "	508	39
Samuel Barron, " "	223	81
		<hr/>
Balance in favor of Town as above,.....		2072 62
		<hr/>
Debts of the Town, March 1,.....		946 98
		<hr/>
		1125 64

Amount of money hired to pay bounty to volunteer soldiers.

Nashua Savings Bank,	1030	00
Robert McGaw,.....	1029	68
Elkanah P. Parker,.....	717	75
Rufus Blood,	308	55
Samuel C. Nesmith,.....	205	87
John Wheeler,.....	102	97
Amount of principal and interest March 1, '63, ..		<hr/>
Interest on notes given by the committee to aid		3394 82
families of volunteer soldiers up to March 1, '63, 52	35	
Total debts of the town March 1, 1863.....		<hr/>
		4572 81

ALMS-HOUSE REPORT--RECEIPTS.

Eben Converse, 1 cow,.....	28	00
George Boutell, 1 pair steers,.....	85	00
" " 1 cow,.....	25	00
Mr. Pratt, 2 cows,.....	56	00
Mr. Flint, 4 bushels barley,.....	3	33
" 86 posts,.....	3	86
Ward Parker, 1 bushel beets,.....	50	
M. B. McConehie, 4 doz. eggs,.....	48	
Putnam & Chase for 6 C. Hoops,.....	5	25
George Nichols, for 3 doz. eggs,.....	33	
T. Kittredge, for horse,.....	30	
Mr. Blanchard, 3 quarts seed beans,.....	24	
Colburn, for feathers and rags,.....	17	
M. B. McConehie, poultry.....	3	12
" " butter,.....	2	08
John Follansbee, beef cattle,.....	80	00
M. B. McConehie, butter,.....	4	36
John Follansbee, 2 calves,.....	9	00
Page & Wilson, apples,.....	3	75
Mr. Curtis, 1 bull,.....	18	00
Mr. Parker, meadow hay,.....	2	00
Ward Parker, 5 barrels cider,.....	5	00
French & McMillen, use of boar,.....	1	00
Cash for 65 lbs. poultry,....	6	72

Mr. Carr, 1 Heifer,.....	25	00
Mr. Henderson, 20 posts,.....	1	40
Cash for 45 barrels apples,.....	41	49
Mrs. Flint, 1 hog,.....	22	40
T. Kittredge, horse baiting,.....	80	
J. Hartshorn, for feeting, and use of boar,.....	2	90
Page & Wilson, apples,.....	2	70
Mr. Robbins, 6 barrels cider,.....	6	00
Mr. French, 1 cow hide.....	5	60
Mr. Mitchell, 1 pair oxen,.....	145	00
A. C. Darrah, 1 ".....	140	00
Dr. Moor, 1 bull,.....	8	00
Mr. Wright, 1 pair oxen,.....	135	00
D. M. Moar, posts and rails,.....	26	50
Mr. Flint, ".....	5	25
Ward Parker, posts,.....	4	20
Milton Wallace, for boards,.....	7	20
Received from County,.....	7	70
Mr. Wallace, for feeting,.....	2	00
Walker & Abbot, for berries,.....	3	20
Due from Mr. Sweet, for lumber,.....	18	70
		<hr/> \$954 53

EXPENDITURES.

Paid Ward Parker, 2 bushels potatoes,.....	1	00
Mr. Goodridge, fresh fish,.....	1	05
Letters on Town business,.....		08
George Nichols, for oyster shells,.....		04
H. N. Robbins, for grinding,.....		19
Mr. Russell, for 1 oz. opium,.....		50
Mr. Fletcher, for wicking,.....		20
George Nichols, 1 butcher knife,.....		20
T. Kittredge, fresh fish,.....		33
Putnam & Chase, for groceries,.....	5	25
A. Rockwood, for coffin and robe,.....	5	40
George Nichols, 2 quarts seed beans,.....		14
T. Kittredge, fresh fish,.....	1	10
Charles Converse, labor on hog,.....		33
Joe Pettengill, for chopping,.....	7	65
Mr. Colburn, brooms, &c.,.....		67
A. H. Dunlap, seed onions and squash seeds,.....		50
Jesse Haywood, labor,.....	15	00
Mr. Whiting, 1 bushel rye,.....	1	00
Daniel Fletcher, for taxes,.....		50
John Larvin, work in haying,.....	11	25
T. Kittredge, fresh fish,.....	1	30
Page & Wilson, groceries,.....	3	75
John B. Varick, for pulley blocks,.....	2	00
Mr. Hill, for bolts,.....		32
John Follansbee, for meat in 1861-2,.....	10	83
Repairing harness,.....		25
Medicine for Mrs. Barnes,.....	1	50
Frank Truel for labor,.....	7	00
Mr. Fuller, making cider,.....		84

M. J. Kinson, for labor,.....	24	50
Cash for basket,.....		17
Porter Dunklee, for 2 pigs,.....	3	00
Mr. Hastings, for 12 yearlings,.....	108	00
Ferriage for cattle,.....		75
Mr. Gage, 1 beef cow,.....	26	00
E. P. Parkhurst, labor on wall,.....	11	25
Mr. Mack, for 2 bushels wheat, ...	3	00
Dr. Eldridge, 1 oz. opium,.....		88
Mr. Russell, mending harness,.....		30
Page & Wilson, groceries,.....	2	70
Coffin and robe for Mrs. Barnes,.....	4	75
Digging grave,....	1	00
H. Eaton, 1 stove door,.....		17
Mr. Robbins, 2 bushels rye,.....	2	00
Mr. Follansbee, 1 pair oxen,.....	120	00
Horse baiting,.....		25
Mr. Whiting, 2 bushels rye,.....	2	00
Mr. Batchelder, 1 pair oxen.....	130	00
Mr. Campbell, ".....	137	00
Dr. Moar, medical attendance,.....	1	00
G. Small, blacksmith work,.....	9	68
Mr. Russell, for opium,.....	2	87
" " boots and shoes,.....	8	27
Mr. Abbott, store bill,.....	23	02
George Stevens, ".....	52	72
Mrs. Wright, for work at the time of Mrs. Barnes' death,.....		50
Horse baiting and meals,.....	1	10
Page & Wilson, 1 barrel flour,.....	8	00
John Wheeler, superphosphate lime,.....	10	40
Anderson & Parker, store bill,	32	29
Charles F. Wright, superintendent,....	200	00
		<hr/> \$750 92

INVOICE OF PERSONAL PROPERTY AT THE FARM, FEB. 18, 1863.

1 pair oxen,.....	140	00
6 cows,.....	168	00
13 two years old cattle,.....	182	00
1 horse,.....	40	00
23 fowls,.....	6	90
4 turkies,.....	4	00
3 shoats,.....	22	00
		<hr/> \$562 90

HAY AND GRAIN.

21 tons english hay,.....	273	00
3 tons meadow hay, straw, &c.,.....	18	00
90 bushels corn,.....	90	00
1 1-2 bushels seed corn,.....	2	25
20 " oats,.....	13	00
3 " barley,.....	3	75
3 " wheat,.....	6	00
1 " beans,.....	2	50
		<hr/> \$408 80

PROVISIONS.

500 pounds bork,	60 00
180 " beef,	12 60
360 " ham,	43 20
52 bushels potatoes,	21 84
5 " beets,	2 50
30 " turnips,	6 00
9 barrels apples,	9 00
1 peck cranberries,	75
30 pounds butter,	7 50
4 gallons boiled cider,	1 00
1 lot seed onions,	2 50
1 " squash and pop corn,	1 00
3 barrels cider,	4 50
3 1-2 bushels meal,	3 50
1 barrel flour,	10 00
14 pounds tallow,	1 54
19 dozen candles,	3 17
50 pounds lard,	6 50
20 pounds sausages,	2 50
40 pounds soap grease,	2 00
1-2 barrel apple sauce,	2 00
20 pounds sugar,	2 80
1 1-2 pounds tea,	1 50
1 lot spice,	1 00
3 gallons molasses,	1 44
12 pounds cheese,	1 50
1-4 barrel cucumbers,	75
3 pecks grass seed,	2 00
150 pounds dried apple,	7 50
5 bushels salt,	1 25
	<hr/> \$223 34

PERSONAL PROPERTY AT ALMSHOUSE, MARCH 18, 1862.

Stock, shoats, &c.,	675 67
Hay and grain,	429 99
Provisions,	247 18
Farming tools,	191 20
Household furniture,	150 00
	<hr/> \$1694 04

PERSONAL PROPERTY AT ALMSHOUSE, MARCH 17, 1863.

Stock, shoats, &c.,	562 90
Hay and grain,	408 80
Provisions,	223 34
Farming tools, same as last year,	191 20
Household furniture,	150 00
	<hr/> \$1536 24
51 rods stone wall,	51 00
	<hr/> 1587 24

Decrease of property since 1862,.....	106 80
Amount of expenses,.....	1008 74
Amount of receipts,.....	954 53
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Final balance against the Farm,.....	54 21

PAID LAST YEARS' STORE BILLS.

Mr. Stevens' bill,.....	103 00
Mr. H. E. Abbott's bill,.....	49 15

The income of the Farm has been used to pay the above bills, which were due the year before, in 1861.

The foregoing report exhibits all the transactions of the Selectmen and Superintendent of the Town Farm in relation to the affairs of the Town, for the year ending March 1st, 1863.

The number of paupers at the Farm, at the present time, is eight.—The average number for the past year has been ten and one half; two deaths having occurred since last March. Mr. and Mrs. Wright have conducted the whole affair with credit to themselves, and prudence and economy to the Town. Confident that we could not entrust the management of the institution in better hands, we have renewed the contract with Mr. Wright for the next year.

The foregoing is respectfully submitted by

WARD PARKER,	} <i>Selectmen</i>
JOHN WHEELER,	
FRANKLIN HERRICK,	

} *of*
} *Merrimack.*

Having examined the accounts of the Selectmen and Treasurer, for the year ending Feb. 25th, 1863, we would report that we find them correctly cast and properly vouched for.

ELIJAH P. PARKHURST,	} <i>Auditing</i>
ABNER C. DARRAH,	

} *Committee.*

REPORT

OF THE

SUPERINTENDING SCHOOL COMMITTEE.

In asking your leave, once more, respectfully to report, I am aware that, whilst it is pleasant to review the starting, growth and training of the youthful mind in knowledge and virtuous principle, yet the faithful performance of this duty necessarily involves so much of personality as to render it extremely delicate and almost forbidding; but it is not to be expected that any one will consider himself either made or unmade by a word of commendation on the one hand, or a word of correction on the other. It is the part of magnanimity to look with impartiality upon the experiences of the past relating to ourselves, and in respect to what is right, to continue in well doing, and in respect to what is wrong, to correct our faults.

DISTRICT NO. 1.

Jacob Nichols, Prudential Committee. Summer Term, Miss Sarah M. Hartwell, of Medford, Mass, Teacher.

This school is at present quite small, and if everything was all right, much progress might be expected. The Prudential Committee was evidently interested in promoting the best success of the school through the year. The education of the teacher was such as to have made her instructions valuable and improving, but a want of interest in drawing from the resources before them, was apparent in the scholars. Where there is dullness or indifference, it is the first duty of the teacher, by personal efforts, to create an interest and enthusiasm in the studies pursued, and this often requires the greatest diligence and perseverance. Probably, from the want of persevering, personal efforts in this direction, an interest failed to be excited, and the minds of the scholars throughout the term were too much engrossed with trifles, in consequence of which the school was not so satisfactory to the teacher or the district as was desirable.

Winter Term, Mr. Solon B. Presby, of Merrimack, Teacher.

On account of the addition of larger scholars and a predisposition to levity, most of the scholars from some cause, being but faintly impressed if at all, with the importance of even an ordinary share of knowledge, the school was represented before its commencement to the teacher, as, though small, yet requiring a watchful eye and firm control. Though he brought to his work sufficient qualifications, considering the state of the district, an excellent good nature and a desire for improvement, we yet cannot say much of the progress of the school during the term, the defect resulting from a failure to become master of his position. To tell a rogue, intently engaged in noisy mischief, to "make as little noise as possible," is too much like the divine so accustomed to preach to ladies in a factory village, that he would politely say to them, "please to repent," or like Dogberry's instruction to the police—"You shall comprehend all vagrom men and bid any man stand, in the Prince's name. How if he will not stand? Why then you are to take no note of him, but let him go."

The school house, though the newest, is the worst abused in town. Children should be taught to respect the place of their early education. It should be kept as free from cuts and marks and as clean as a dwelling house.

DISTRICT NO. 2.

Hartwell W. Green, Prudential Committee. Mrs. Eliza Ann Stevens, of Bedford, Teacher.

It is always pleasant to speak of good enterprises as pursuing their even way with no interruption; and it is in this light that we can speak of this school during the past year. Under Mrs. Stevens it has enjoyed a quiet, undisturbed course, the whole time being included in one term, as has been usual in this district. Progress has been fair in all the branches, but particularly in reading was improvement quite marked; and the faculty of the teacher in aiding the younger classes in comprehending the first, but dry rudiments of knowledge, is, to say the least, very happy. The secret of this power seems to consist in conceiving the true condition of the youthful mind and leading instead of forcing it into its hitherto unexplored regions of knowledge, and not impatiently going so far ahead as to be lost sight of by the little, interested follower. This faculty is also discernible in the management of those pursuing higher studies.—The principal difficulty a teacher of such a manner experiences, is in securing the greatest progress of those who must be driven along rather than led, the two classes requiring the double faculty of attraction and compulsion as the case may be.

The deportment of the scholars was respectful, and it appeared, as in years previous in this school, that good order had prevailed and good proficiency had been made.

DISTRICT NO. 3.

Abner C. Darrah, Prudential Committee. The schooling in this district was divided into three terms. Miss Mary F. Darrah, of Bedford, was the teacher of the first term, commencing April 26th, and continuing nine weeks. It was evident, the teacher had been industrious and the progress of the school, generally, was quite good, though at the examination, there was too great a want of promptness in some instances. There were cases of fine recitations in the more advanced studies on this occasion, and the behavior of the scholars in their seats and on the recitation floor was unexceptionable. The excellent literary qualifications of this teacher would have insured the most gratifying progress in this school, it is believed, had there been an inclination on the part of all to make the most of their time and privileges. But, from a disposition to eye out every opportunity for idleness or mischief, checked for the past two years by energetic teachers, some took advantage of the extreme near-sightedness of the teacher and failed to improve their own time and disturbed others. This disposition was, at the examination, severely censured, as it would exclude from the department of instruction, many most valuable teachers, it being a fact that a large proportion of our best scholars in colleges, and of our literary men are near-sighted. And to take advantage of a natural, but in this case, very fashionable defect, was presented to the children, as low conduct.

Miss Lydia A. Flint, of Merrimack, was Teacher of the second term of nine weeks, commencing August 25th. The school was constituted very much as on the term previous, the number of scholars being the same and the average attendance the same within half a scholar, and both terms the loss of time was more than one sixth, a serious interruption to the even advance of the scholars. At the opening of the term, the habit of inattention was prevalent; at the close it was better in this respect, and other exceptionable habits were improved. Some reviews of studies were interesting. The teacher's clear, easy but firm method, both of expression and control, are adapted to ensure success.

Miss Sarah L. Jones, of Merrimack, is the Teacher of the third term of twenty weeks, commencing November 10th. The Register is however concluded at the end of the 15th week, in order to come into this year's report. The school presented at the commencement an interesting appearance, all being atten-

tive to their proper work and a good feeling seeming to pervade all minds. The teacher comes to this school with much successful experience, and, when we have an opportunity to view the management which uniformly results so favorably, it is well to ascertain the cause of this influence. It is plainly in this case in the teacher's being, herself, at home and in making without effort, all around her feel the same, yet restrained by rules of propriety. The more an inspiration of this kind can be diffused, the more happily obedient will all be, and consequently the more work accomplished. Visited the sixteenth week of the term, the scholars showed a considerable waking up of their "drowsy powers" in the right direction. The school is now in progress, but judging from the past we may infer that the remainder will be successful.

DISTRICT NO. 4.

George Drew, Prudential Committee. Miss E. V. Drew, of Glover, Vt., was Teacher for the first two terms; the first, of ten weeks commencing April 21st., the second, of eight weeks commencing Sept. 1st. This teacher, familiar and ready in all the branches to be taught, yet seemed not, at the first visit of the committee, to be in possession of all the control desirable. Carelessness and freedom, perceptible in some scholars, were annoying, and it is believed this disposition was not wholly subdued, but continued to the end of the term in the shape of inattention inside and frivolous gossip outside the house; but how the term ended it is impossible to say, as no notice was given of an examination.

On the third day of the second term the school was visited, when all were told that the teacher was expected to pursue a resolute course, and would be sustained in so doing. A great change was manifest at the close of the school. Idleness and yawning were no longer to be noticed. The behavior of all was commendable, and the reviews well recited and the progress appeared to be good. The teacher's concise, rapid manner is calculated, under good regulations, to make pupils active. The school was left in better condition than it was found at the first of the term.

Winter Term, Miss Juliette Haggett, of Lyndeborough, Teacher. The good will and respect of the school were readily enlisted, and prosperity marked the whole course of the term without any interruption. The exhibition at the close, in all the studies, was very satisfactory and entertaining. Advanced scholars in mathematics showed familiarity with the science; the readings of the classes were good, and there was more of an air of prosperity pervading the school than I have ever witnessed before. The term has evi-

dently passed pleasantly, and its results seem creditable to the teacher and the district.

DISTRICT No. 5.

Newton McClure, Prudential Committee. Miss Lizzie A. Ridgway, of Nashua, Teacher, for the Summer term. This is a small, quiet school, but interesting on account of the peaceable disposition of the scholars and parents. This was the teacher's first effort except as an assistant in an academy. Though young and entering upon the work as an amateur rather than from necessity, yet a finished education and unexceptionable manners, render her suited to the situation, and the school was found in trim order, and devoted to its appropriate duties. The suggestions of greater experience will, undoubtedly, be the laying out of more work for the scholars, and, if necessary, the application of more pressure in its accomplishment.

Mr. John Woods, of Merrimack, Teacher of the Winter term. The school very small. It was brought right up to its work at the commencement, and under good control, much was accomplished during the term of nine weeks. This was manifest in the improvement in reading from the youngest to the oldest; also, there was a good and thorough advance in all the various studies. The review in physiology was particularly creditable. From the industry, activity and good authority maintained, the results were very gratifying. One characteristic worthy of notice was, that, without threatening or blustering or many words, Mr. Woods shows he intends to be master of his school.

The beautiful pond remains there as ever, and so, we are sorry to say, by the side of it, does the old, cold school house. Enterprising hands have taken hold of the cemetery near by, and made it an ornament in the town, and cannot the district take hold of the school house and make it befitting its use and its pleasant situation?

DISTRICT NO. 6.

Thomas J. Foster, Prudential Committee. Miss Maria A. Caldwell, of Amherst was Teacher for the Summer term. Favored with good instructors for a number of terms past, the school has suffered no deterioration in this respect the present term. The teacher has had much experience, and commenced her duties with rare accomplishments. The school was found at all times prosperous, the attractive manner, pleasing animation and cordial interest uniformly exhibited, enlisting corresponding good feelings, activity and attention to duty on the part of the scholars. The smaller scholars were exercised in the committal of many useful data, of which children too often remain in ignorance. The term is regarded as having been very pleasant and profitable.

Winter Term. Miss Nancy S. Adams, of Melrose, Mass, Teacher. Of no previous experience, yet a full course in the celebrated State Normal School, in Salem, Mass., well qualified her as an instructor, in a literary point of view, but the first attempt in managing a school must be regarded as not entirely successful. At the close, there was not that stillness we have been accustomed to notice here. A fair progress had been made by some classes. Reading had been materially improved; the monotone and school-boy cadence had been banished for a more agreeable style, and words were not so much miscalled. Had there been better authority there would have been more progress.

DISTRICT NO. 7.

Jesse H. Kittredge, Prudential Committee. Miss Addie E. Shedd, of Merrimack, Teacher for both Summer and Winter terms. This school is now one of the largest in town. In the Summer term of last year, Miss Shedd was the teacher of this school, and this, the second term of her labors was equally as successful as the first. There was no abatement of the teacher's former interest and industry.

The Winter term of eleven weeks, was commenced with the same diligence and devotion to the school, as had characterized the former. The arrangements for the winters' work were well made. Three weeks before the close, the County Commissioner was introduced to this, as one of the largest schools, and to change the route of his visits from former years, who expressed his approbation, and at the examination, three weeks after, the improvement was as good as it had formerly been, the proficiency as great and thorough, and the school as harmonious, quiet and obedient. A large number of visitors were present, but a large number of scholars were absent.

As Ralph Waldo Emerson says—"every thing has a flaw in it," that is, is imperfect; and this district seems doomed to have something up every year which will undo what, at expense and labor, has been done, especially in its demoralizing influence. Though the tempest is confined to narrow limits, it has its direful effects upon young minds,—like "the storm in the tea-kettle," making the cover to hop and flutter, it may be as violent a storm as the storm on the ocean.

It appears that a case of discipline gave offence. The parent made his complaint personally, which was all right, and he was answered by the teacher in somewhat the same temper as she was met, which was all wrong. Now the right to inflict reasonable punishment, is undeniable, Courts of law always sustaining such cases, but blows upon the head are not justifiable. As there was another case of the kind, it appears that there has not been sufficient care in regard to this. The teacher's field was somewhat new and untried the winter school bringing in larger and rougher material, and the

teachings of experience will be, not to be too fastidious or excitable or too tenacious in chasing an error.—

“To their virtues very kind,
To their faults, a little blind.”

We must take the world as it turns up. Washington Irving, when he found the waves of the Hudson wearing upon the borders of the spacious grounds of his residence—“Sunnyside,” said, “he wished he had not been born till the world was finished.” This may do for the wealthy, brilliant historian and writer, but it will not do for a common-school-teacher.

DISTRICT NO. 8.

David H. Moore, Prudential Committee. Miss H. T. W. Nevins, of Bedford, Teacher. The school was included in one term of eighteen weeks, commencing Oct. 20th. This school is small, but none the less important in regard to the qualifications of a teacher, scholars having advanced as far through school studies in this as in any other district. The authority of the teacher, though silent, is uncommonly efficient, and a sense of the necessity of diligence is strong, though produced by a few words. The characteristics of this long term were good behavior, proficiency and marked thoroughness. The school though small has evidently not been slighted, but the opportunities for extra labor, which a small school affords, have been improved.

DISTRICT NO. 9.

Isaiah Herriek, Prudential Committee. Miss Nancie C. Ingalls, of Merrimack, was Teacher for both Summer and Winter terms. The scholars, as usual, are large in numbers, and small in size. In looking through this district, it is possible at all times, to notice a number of children in families, who, if their parents were farmers instead of manufacturers, would be in school instead of the mill. These are generally good scholars and do well so far as they go, but the more advanced, interesting and finished portion of their education is closed to them and they are deprived of its advantages forever. The children have always been considered easy to govern. During the past year the control of the teacher has been excellent. At all times the pupils appeared interested in their duties, and such was the feeling amongst them that, though restrained from all misbehavior, they, as they express it, liked to go to school. The faculty of getting the attention and interesting young minds was also observable on the part of the teacher, and this together with constant industry, resulted in the good progress of all, and the oft repeated expression from parents, simple but gratifying to every teacher's ear, that “the children learned well.”

A private school of four weeks was raised for this teacher, including the district scholars generally.

DISTRICT NO. 10.

George Parkhurst, Merrimack ; S. Robie, Bedford ; Prudential Committee.

This is a Union District ; the number of scholars from Merrimack, summer term, was eight ; the number from Bedford was thirteen.

Mrs. Eliza Ann Stevens, Teacher of the summer term, has already been noticed as teacher for the winter term in district No. 2. The same faithful and affectionate regard for the scholars was apparent here as in the district already noticed. The fourteen weeks of schooling showed a corresponding advance in all the studies pursued.— There were but few cases of tardiness in the whole time, and an average attendance of twenty from twenty-one different scholars, is uncommon.

Miss Mary F. Darrah, Teacher of the winter term, has also been noticed as teacher of the summer term in district No. 3. Miss Darrah was also the teacher of this school for the winter term of last year, and to be invited again to the same field is one of the best marks of approbation. This confidence in the talents and accomplishments necessary to success, estimated by the results of the term, was not misplaced. Two beginners had made excellent proficiency in Algebra, other studies had been proportionately advanced, and the behavior of the school was without fault.

In this district we always find a clear wholesome school-room ; we do in other districts, sometimes.

Here the two committees of Bedford and Merrimack meet, on Merrimack soil, but as it happens this year, amongst a majority of Bedford children. This has been pleasant the past as in former years, and I do not think that either party would desire to "secede," Mr. Brown and myself agreeing harmoniously in all things. "The pleasure," with which Rev. Mr. Savage, the Bedford committee of last year, compliments myself, in his report, "in meeting me here and on all occasions," would have been as cordially expressed in my own, had I been certain of his willingness to be mentioned in the same list. As he takes himself away to be more exclusively devoted to his profession, I follow him with the greatest respect for his literary taste and attainments, and the fullness and frankness of his noble heart.

DISTRICT No. 11.

Winslow P. Eayrs, Prudential Committee. Miss Lucy A. Bowers, of Merrimack, teacher of the first term of ten weeks, commencing May 7th, and of the second term of seven weeks, commencing Sept. 8th. The register has no mark for tardiness, absence or dismissal against either of the twelve scholars of the first term or the fifteen scholars of the second, making it, that every scholar both terms was

present every day, no one tardy and no one dismissed. The credits and the footing of the register make out the same thing. This is certainly remarkable. when, last year, the school was spoken of as having been habitually tardy. This teacher has taught this school a number of terms with approbation, and through the past season there was the same activity, good order and progress, as has been observable heretofore.

The house is unfit for use in its present condition. On remarking to the teacher that the number was smaller than formerly, the reply was, that it was quite large enough, for when it rained, she was obliged to huddle the children together on a dry spot which was not large enough to accommodate any more.

Miss Lizzie D. Bowers, of Merrimack, was teacher of the winter term. On entering the room we hardly knew where we were. A little space had been partitioned off, large enough to hold four scholars' desks, a board long enough to seat four little scholars supported by the bottoms of two old chairs, the teacher's desk and a capital stove, the whole area including probably the "dry spot" before alluded to. The scholars however, have not been embarrassed by their close quarters. The same industry as formerly was manifest. The school is quite forward and thorough for the age of the scholars. This was the teacher's first experience. Showing a spirit and determination adapted to insure success, the greater smoothness, which the world will require, may be produced by mingling with it.

One of the prominent residents of the District expressed to me the hope that, in my report, I would tear down—utterly demolish the old school house. I told him, I would rather shingle it. But this is true; no money should be allowed for schooling, till the house is fit to have a school in. It is desirable that the next year may find this house, of such good brick walls and so pleasantly located, well repaired, so that the sun and rain from heaven may no longer fall into it as much as they fall on to it.

DISTRICT NO. 12.

David B. Elliot, Prudential Committee. Miss Ellen M. Shattuck, of Nashua, taught the summer term. The school, though not large for this District, was prosperous. The even, firm, sensible method of the teacher, secured a continuous and substantial progress, on the part of the scholars, in their studies. While none failed to be creditable, many of the reviews of study at the close were noticed as excellent, the solution of difficult problems in intellectual arithmetic by a scholar, being particularly able and entertaining.

Mrs. Nancy S. Woods, of Merrimack, was the teacher of the winter term. During this short term of only six weeks, a large amount of work was done. The school at the opening was observed to be active, interested and busy. It appeared at the close that

the advance had been in full proportion to the time, and the ground gone over had not been slighted. "Whatever is worth doing at all is worth doing well." The teacher possesses an awakening influence, calculated to keep the minds of the pupils aroused to action and to higher attainments, by which the youth may be actuated, as well as the more ambitious of literary distinction. The regret was that the close of the term come so near its commencement.

It has since been learned that a private school was raised for this teacher, adding to her instructions four weeks beyond the District term.

In the review of the condition of the schools, now presented, various hints have been thrown out from time to time, and but few remarks remain.

Lost Time. There has been some improvement on this point in comparison with years previous. Two years ago, reckoning five and a half days to each of the fifty-two weeks, the loss amounted to eighteen years, two hundred and seven days, and this was done by averaging between Summer and Winter terms, two hundred and fifty-two different scholars; this year the loss is seventeen years one hundred and two days by an average of two hundred and forty eight different scholars, between Summer and Winter terms, that is, nearly an equal number; but this year they have had full one eighth more time in weeks to lose this in, and in this proportion the loss is in favor of the present year, and would make the loss during the same number of weeks, as in the former calculation fifteen years and fifty-four days, making it in favor of the present compared with the former year, by three years one hundred and forty-three days. But the loss of time is still too heavy and calls for greater improvement. The occasions of this loss are various; often children are not fitted out for school when the term commences; often they are indulged in vagrant habits, and often they are kept away from school to perform some trifling service compared with which the instruction lost is as gold compared with dross. This subject cannot be contemplated too seriously by parents, the loss of of school time by a child is not easily repaired.

A Higher Standard. With the same books, the same amount of time for study, and the same facilities in all respects, there is yet a wide difference in the attainments of scholars, of districts and towns. Diversity of mental capacities, though it may affect the comparison with individuals, yet on the broad scale does not account for this difference. There is a want of an elevated standard with those who are backward. Where the idea is only to read, write and cypher to Single Rule of Three, according to the old apprentice indenture, there will be no going ahead of this idea. Where it is up to mastering all the studies from the beginning to end, there this will be accomplished, and more easily than the small amount by the drones of the former class, because the mind, being elevated to higher aims.

is brighter and more active. The standard of attainments is every thing to proficiency ; with a mark before his eye, one will reach it, with no mark, he will do nothing. It is so in work, it is so in travel, it is so in study. For the idea to pervade a district and a town, that all the common school studies should be thoroughly understood at an early age, and that before leaving school, some higher branches should be taken up,—this idea, by setting up a standard before the eyes of the children in the schools, would help them to accomplish it, when, without it, they would seem to be going—they know not whither.

Experienced Teachers and small Schools. It is believed to be a mistake, in many cases, to engage inexperienced teachers because they may be procured at a cheaper rate, and thereby prolong the term of the school, even where the district is small in number or backward in studies. Teachers of no, or small experience, to be sure, must have their chance, but for the sake of their own reputation, it becomes them to consider where they go, and what they undertake before they begin. But where a small school is waning, an experienced teacher of well known abilities, as it respects authority and instruction, will do more in a brief term than others in one ever so protracted. The proceedings of experienced teachers have more of the force of established law and are not questioned or resisted, whilst those of beginners are often treated as experiments, and liberty is taken to question and trifle with them by lawless children and indiscreet parents.

The Study of United States History.—One of the requirements of the school law is, that committees and teachers shall inculcate in the minds of pupils amongst other virtues, the love of country. The best way to do this is to let them know what the country is, as it is impossible to be much in admiration of any object unless we know something about it.

No country has so interesting a history as our own. Whilst others have been founded in the love of conquest and of gold, our own was founded in the love of principle, and this accounts for our unexampled prosperity. This was the declaration of Daniel Webster, in his oration at the completion of Bunker Hill Monument, made with an emphasis I shall never forget. It was at this point that his clarion voice rang out, electrifying the thousands who stood before him. Our history is an interesting study because it is full, in its early pages, of Providential favors. In an able article, establishing the doctrine of particular Providences, almost all the illustrations were taken from incidents in our revolutionary war, where particular Divine favor interposed to save us from defeat or to give us victory ;—a fog would arise and save Washington and his army from capture ; with all the precaution of a British war council to have all retired to sleep, at their head quarters, before their midnight consultation commenced, there would yet be a listener at the key-hole, ready to fly, as if on wings, to inform Wash-

ington of an intended surprise, as in the instance of Lydia Darrach of Philadelphia, making God a leader in our scenes of conflict, a pillar of cloud by day and a pillar of fire by night.

As those who shared the trials of our terrible conflict are fast passing away, and the stories of the Revolution are heard no more from their lips, an indifference as to the interesting events of our origin will be likely to come over us, and in order that that love of country may be cherished, which its origin and progress deserve, it is important that our entertaining history should be studied in the schools at an early age, and as generally attended to as any other branch. United States History should be named with the stated studies—Arithmetic, Geography and Grammar, the one essential as the other to common school education; the History to be taken up immediately after Geography, or as an accompaniment to it.

For beginners, I have found Berard's United States History much the best, as to size, arrangement and interest, a smaller work than those commonly used, and cheaper, a very handsome volume, beautifully illustrated; written in excellent style and drawing largely for its authorities, with permission, from Bancroft, Sparks, Lossing, and such writers. It is an entertaining outline and a fine forerunner of a larger work; the best method of study now being considered to be an outline first and the filling up afterwards.

In accordance with the views thus presented, I have, from the commencement of the year, enjoined it upon all teachers to be watchful for opportunities to form History classes on the plan above stated, and for the reason that if we would have children love their native country they should know its origin and progress. Our history, so far, constitutes a gem in the annals of the world. If we are willing to maintain our national existence on the same principles of humanity and religion, as those on which it was founded and flourished, and so conduct ourselves, as did our fathers, as to receive the smiles of Heaven, our history will continue to be a bright political light to the people of other nations.

Conclusion.—It is always a serious matter to come to the close of so long a period as a year in any of the enterprises of life, and the only compensation we have for the time that has gone, is the improvement we have made of the hours as they have passed away. If we can see that the moments have been well employed, and that, as constantly as they have flown, we and those for whose training we are responsible, have become better and wiser, we are willing, in view of the attainments time has given us, to know that we have grown older; but if, in looking back, we must see that nothing has been accomplished, we shun the thought although we must admit the fact. The man who has been industrious in the improvement of himself and of his race, may well be proud of his years, for they are the measure of his usefulness, but the sluggard dreads the sight of his advancing years. Undoubtedly, in their yearly account,

many are satisfied with their profits and gains, with their industry in increasing their goods and their wealth, and the reflection with them is, that this is not for themselves alone but for the future benefit of their children. But, though this is well, so far as it goes, there is a higher object to which our industry should be bestowed. It has been well said, that "the best legacy a parent can leave a child is a preparation to take care of himself."

There are two periods to which parents must look forward with intense interest in regard to their children, and when they will desire that every effort possible had been put forth for the improvement of their minds and hearts. One is, the time when the child shall leave the parental roof to find his place and his standing in a cold and unfeeling world; the other is, when parents themselves shall have finished their work, and their care and watchfulness is to be withdrawn from their children forever. Either of these parting hours will be made the brighter and happier in view of their incessant exertions for their children's education, that they may be respected, and for their morals that they may be useful. Such are and must be the feelings of all parents who live and die like human beings.

The brutish opposition which is sometimes launched forth against education and the efforts of its friends, is best rebuked by an eloquent tribute to learning in a lecture, once heard, from a finished scholar:—"It has been the object of some to decry letters, as giving an effeminacy to a people; but this reasoning is as amusing as that of the Roman Knights at the supper of Lucullus, who, when reveling on a hundred dishes at the table of that luxurious epicure, discussed the flavor and nutritiousness of the primitive food of man, such as acorns, figs, roots and berries, and decided that man in a state of nature was most happy."

"Letters have assisted in advancing and in preserving the arts and sciences, as well as themselves, and in elevating the character of man. Letters live longer than temples or monumental arches. The prayer of Solomon at the dedication of the Temple, is still preserved in all its piety and sweetness, but the house of the Lord is demolished, and the angels who guarded it have ascended to their celestial abodes."

And, in harmony with this is the utterance of our great Webster, of glorious memory;—"If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon our immortal minds—if we imbue them with principles, with the just fear of God and of our fellow men—we engrave on these tablets something which will brighten to all eternity."

Respectfully submitted,

BENJAMIN ELA,

SUPERINTENDING SCHOOL COMMITTEE.

STATISTICAL TABLE.

Districts.	Terms.	Length of school in w'ks.	Wages of Teacher per month, including board.	Number of scholars.	Average attendance.	Instances of tardiness.	No. not absent half day.	No. visits by citizens.	No. visits by Prud' Com.
1	Summer.	10	\$12 00	10	7½	95	1	12	0
	Winter.	11	20 00	16	12¼	49	0	7	2
2*	Winter.	18	17 00	14	12	268	0	15	1
	Summer.	9	16 00	33	25½	21	2	39	2
3	Middle.	9	14 00	33	26	51	3	22	2
	Winter.	20	18 00	39	30	49	4	51	2
	Summer.	10	18 00	29	27	108	6	18	1
4	Middle.	8	18 00	27	22	88	4	13	1
	Winter.	12	18 32	28	24½	106	0	41	1
	Summer.	8	12 00	18	15	68	1	26	0
5	Winter.	9	20 00	14	10½	9	0	33	1
	Summer.	10	14 00	17	15	25	1	43	1
6	Winter.	11	16 00	19	14½	131	1	28	1
	Summer.	9	14 00	32	28	51	5	33	1
7	Winter.	11	18 00	33	28	243	4	46	2
8*	Winter.	18	17 00	10	8	60	0	15	1
	Summer.	9	16 00	34	26⅔	54	1	22	0
9	Winter.	10	18 00	28	24	33	4	5	0
	Summer.	14	14 00	21	20	37	2	36	1
10	Winter.	11½	13 40	16	13	28	1	14	0
	Summer.	10	18 00	12	12	0	12	25	1
11	Middle.	7	18 00	15	15	0	15	2	0
	Winter.	10	11 00	9	7½	2	3	8	0
	Summer.	9	18 00	18	15	49	5	39	0
12	Winter.	6	14 00	25	21	27	7	13	1

* No Summer Term.

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